MURANG'A UNIVERSITY OF TECHNOLOGY

SCHOOL OF EDUCATION HUMANITIES & SOCIAL SCIENCES

TEACHING PRACTICE HANDBOOK

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This Teaching Practice Handbook is designed to give information on teaching practice activities at the university, and those seeking admission to Murang'a University of Technology, School of Education. Given that it is not possible to publish the hand book every year, any changes will be subject to revision or will be posted on the university website school of education section.

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PREAMBLE

Murang'a University of Technology is committed to fulfilling its vision of becoming a leading University in Technological Innovation, Research and Training. In achieving this vision, it is offering degree programmes in education (Science/Arts/Technology Education and Bsc. Agricultural Education and Extension) to its students who are expected to become change agents in creating relevant knowledge base through teaching and learning in secondary schools and tertiary training institutions. In addition, impart knowledge, attitudes and skills that will spur socio-economic development in Kenya and beyond. The purpose of the teaching practice handbook is to act as a guide to Murang'a University of Technology student teachers as they embark on their first assignment of duties in a real work environment as teacher trainees. It is expected that the handbook will enlighten them as they implement the curriculum at Secondary/Vocational/Technical institutions. This is in addition to the guidance they received while studying for their Bachelor of Education degree at Murang'a University of Technology.

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CHAPTER ONE

THE ORGANIZATION OF TEACHING PRACTICE

1.1 Introduction

Education is increasingly being viewed as the means by which a Nation can adapt to social, economic and cultural change and thus the sustained focus on the facilitators of the educational experiences: the teachers. There is agreement among scholars and educational stakeholders that what teachers know do and care about impacts on what students learn, thus the need to invest in the training of teachers (Hatties, 2003 cited in Meiers 2007). Studies and literature reviews on teacher education have established that if an education system has to serve the needs of society, then the kind of training given to the teachers must be aligned with the fast-tracking changes in the world and the variety of learners in the 21st century era classrooms and schools. Institutions that provide initial teacher preparation and the curriculum they adopt in the preparation have become the focus of policy makers and educational stakeholders, the world over. A well- trained teaching force is a vital factor in improving the quality of education by implementing the many reforms that depict education systems worldwide (OECD, 2001). The expectations of teachers by governments and society are high. It is believed that they must provide tomorrow's world with citizens who will spur their countries into achieving great heights in social, economic and political spheres. As they do so, teachers are expected to display certain characteristics that go beyond intellectual and academic qualifications. According to Coolahan (2002), the key characteristics for the 21st century teachers include among others: a deep understanding of the nature of their work, possess a wide range of professional skills in teaching, planning, assessment, personal relationships and the ability to cooperate as a team player. It is a cliché that such characteristics can best be nurtured and established in a school environment.

1.2 Rationale for Teaching Practice

Teaching practice is a long established component of teacher training and with good aims. Key among them being the need to provide an avenue where there is praxis between theory and practice in teacher education (Darling-Hammond, 2008). The course units offered in the schools of education in institutions of higher learning consist mainly theories, models and principles that underlie pedagogy. These theories, models and principles need to be applied to real life situations that are present in the school environment. In essence, these ideas define the profession and one is not fully a teacher unless they have learnt and can apply the principles of pedagogy. During the third year of the four-year Bachelor of Education programme, student teachers enrol for the instructional media, micro teaching and subject methods courses in preparation for practice teaching. The technology education lecturers are involved in teaching courses that prepare Student Teachers for this vital exercise. Teaching Practice Coordination office also is mandated to placement of the Student Teachers to various schools/institutions, conducting orientation sessions for both student teachers and supervisors, and in organising adequate supervision during the actual Teaching Practice scheduled from May to August.

According to Zugelder and Nichols (2014), teaching practice process will help the Student Teacher to be committed to self-improvement, correction and reflection. A well prepared teacher is a resource for the government to invest in. Firstly, such a teacher is one who can apply theory in practice to facilitate learning for a variety of learners in the classroom and school of the 21st Century.

Secondly, teaching practice is expected to provide opportunities for the potential teacher to see what good teachers do, interact with these model teachers to get insights, understand and appreciate their work. That is, in terms of content delivery, methods of teaching, choice of resource materials, appropriate interaction with learners and the administration and even conducts in various positions of leadership, is aspects that can only be found in real school and classroom settings (Zugelder and Nichols, 2014). If the potential teacher has to avoid falling back to what they gained as students in what is termed 'apprenticeship of observation' that may include bad habits and narrow views of the profession, then they must observe good practice. It is a cliché that all human beings fall back to what they have seen when they are faced with situations that demand action and if they have observed best practices that is commendable, they will apply it. Most of those who take the Bachelor of Education degree may have found themselves here for various reasons, but to assist them make up their mind to stay in the profession, they need to see best practices and good teachers.

Thirdly, teaching practice provides opportunities for student teachers to understand the profession by engaging in inquiry into the lives of the learners, evaluating the learning outcomes and the school community that includes the administration, colleague teachers, non-teaching staff and parents (Darling-Hammond, 2000). A majority of student-teachers only have experience as students in a school and thus the need for them to take up the new roles of a potential teacher interacting with members of the school community. This is an experience that cannot be found in a lecture hall or textbooks on education, yet it forms the daily experiences of a teacher who has understood other stakeholders in the school as well as identifying their position in the school system. Well-structured teaching practice should allow for the student-teacher to gain the skill of inquiry since the school experience will confront them with many issues that need solutions and way forward.

Fourthly, teaching practice will provide an opportunity for the student-teacher to develop skills that are key to the profession such as: fluent speaking, ability to share information, meaningful reading, team spirit and using resources to achieve teaching learning objectives (Gujjar, 2009). For the student-teacher, it is not enough to have intellectual knowledge of pedagogical content knowledge and knowledge of pedagogy, given that teaching is a more complex task than intellectual knowledge. Teaching practice is a moment to test one's ability to facilitate learning and to do so professionally in ways that will make learning effective and meaningful for the learner and improve the learning outcomes. It is also in the school experience that potential student teacher can identify desirable interests; develop attitudes and ideas relative to teaching (Ibid). This could include participation and involvement in co-curricular activities, leadership positions, and facilitation of school improvement ventures like benchmarking, setting and marking examinations.

Finally, teaching practice is an opportunity to evaluate the student as a potential teacher. As a component of the Bachelor of Education degree, teaching practice provides an insight into the ability of the student-teacher to successfully teach and do all that appertains to the course, as well as point out the likelihood of them staying in the noble profession. For the school, teaching practice is a component that contributes towards certification of the potential student teachers, thus supervision and assessment are done while observing the student teacher in class. Poor or mediocre performance in this component could mean that one needs more preparation to take up the role of teaching while positive feedback in this area could imply that one is ready to teach. The experience that student teacher goes through during their teaching practice could also define their determination to pursue the profession or seek for other careers. Given the above reasons for the rationale for teaching practice component in teacher training, it gives an insight of the importance of this vital exercise in Murang'a University of Technology and in the schools of education in Kenya.

1.2 A Summary Description of Teaching Practice

Planning and organisation of teaching practice is a complex task: The following brief outline identifies the various steps necessary to ensure smooth running of the entire programme.

a) **Before going on teaching practice**
   i. Registration of Student Teachers taking into consideration their preferences of school/institution in any one zone where they wish to practice teaching.
   ii. Posting of the Student Teachers by the Teaching Practice Coordinator as per the students' choices of school/institution in the zone. Teaching Practice Coordinator/Area Supervisors discuss and confirm with Principals about placement and possible accommodation.
   iii. Orientation meetings, seminars or briefing sessions for both the university staff and Student Teachers.
   iv. Distribution of stationary.

b) **The First Two Weeks of Teaching Practice**
   i. Student Teachers report to the school/institution to which they have been posted as guided by the school principals or on the opening day latest.
   ii. Area Supervisors go around all schools/institutions solving problems, giving advice, checking on the progress with schemes of work, may observe some lessons and collecting time-tables.
   iii. Student Teachers prepare their time-tables, write their scheme of work, plan their first lesson and start teaching.

c) **During the Term**
   i. The student teacher takes the responsibility for all the lessons allotted to them and participates actively in co-curricular activities as assigned by the School/institution Principal.
   ii. Area Supervisors to visit the school/institution regularly to supervise the lessons taught by the Student Teachers and to liaise with the School/institution Principal.

d) **During the Final Three Weeks**
   i. Area Supervisors visit the school/institution to collect observation forms, confidential reports, and to discuss with the school principal and cooperating Teachers on the performance of the Student Teachers.
   ii. Student Teachers participate fully in the setting of examinations, invigilation, marking, handling of grades for tests and continuous assessment, filing in reports and appropriate remarks.

NOTE:

Teaching practice will only be over after the Student Teacher is officially cleared by the school/institution. It is important during this session for Student Teachers to adhere to the available statutory and regulatory regimes for teachers as they are categorized as apprentice teachers.

1.2.1 Participants in the Teaching Practice

a) **The teaching practice coordinator.** They are in-charge of the Teaching Practice Centre. They are responsible for the overall organisation of the teaching practice exercise

b) **The Teaching Practice Office Staff.** These are the support panel that assist in the organization. They perform the administrative duty of information dissemination.

c) **Area Supervisors.** These are professionally trained lecturers with experience in supervising Student Teachers on Teaching Practice. They are not only the posting officers and organisers

of supervision but also the chief examiners in the areas in which they are assigned. They are the link between the Student Teachers and the University. They also serve as liaison officers between the school/institution and the university authorities.

d) **Subject Supervisors.** These are regular examiners during teaching practice. Most of them are specialised in sciences, engineering, languages or arts and social sciences. They also do give advice particularly in their areas of specialization.

e) **External Examiners.** These are university appointed examiners from other universities who are invited to come and sample the performance of Student Teachers in certain subject clusters.

f) **Subject Coordinators.** These are methods teachers in charge of subject methods in individual subjects. They peruse the observation report of their own subjects given to Student Teachers by supervisors and write a report on the general performance of both the Student Teachers and Supervisors.

g) **Cooperating Teachers.** These are secondary school/institution teachers who surrender classes that Student Teachers teach during Teaching Practice. Student Teachers are advised to seek for their assistance whenever needed as they are already trained experts in their fields of study.

h) **Student Teachers.** These are the key players in the professional teacher practice aspects of the teaching practice exercise and they are the ones to be assessed for competency in teaching. They are Bachelor of Education students specialised in Engineering, Arts and/or Science subjects. In the school/institution, they engage in preparation for teaching, actual teach as well as take part in the other activities of the school/institution to which they have been posted.

1.2.2 Teaching Practice Regulations

Regulations in this context refer to regulations on the conduct of Student Teachers during the teaching practice session. However, teachers' regulations are followed even after graduation from Murang'a University of Technology as specified in the Teachers Service Commission Code of Regulations for Teachers 2015, section 140.This section therefore deals with the status of the Student Teacher in the school/institution, their relationship with the staff members, students and supervisors, and the procedures which Student Teachers are expected to follow.

1.2.3 The Status of the Student Teacher in the School/Institution

a) Student Teachers are for the sake of exposure to experience the real teaching, seconded to a school/institution. As trainee student teachers, they are staff members in the school/institution who are to be mentored, advised and coached on the use of methods, techniques, approaches and procedures of teaching.

b) The University entrusts its Student Teachers to the school/institution and it's Principal. The Principal of School/institution is expected to treat them like any other member of staff and have full authority over the Student Teacher as they do over any other staff member.

c) Student Teachers are duty bound to follow all school/institution regulations like any other teacher in the school/institution, including regulations on when to report, when one is allowed to leave, how to seek permission, how to document absence to illness or misfortune, how to proceed in matters of discipline, care of school/institution property, appropriate dressing, chronic absenteeism, drunkenness and smoking, participation in co-curricular activities, taking turns in supervising meals, study, manual work, library periods and games.

d) Even where school/institution regulations appear different from what was learned at university, the school/institution regulations take precedence. With the privileges of being a staff member in the school/institution, they bear all responsibilities of a staff member. The university student status is never an excuse to disobey school/institution regulations.

e) Student Teachers are expected to find out all the school/institution regulations and accepted procedures which they are expected to observe during the teaching practice period.

f) As an apprentice student teacher, one is not expected to voice criticism of the school/institution authority. Even when apparently unethical practices are observed, one does not, as a junior staff member, criticise in public, but only, in confidence, with the most senior staff member such as the Principal, Deputy Principal or Area Supervisor.

g) A Principal of the School/institution may delegate their responsibilities to other staff members. Often the Principal asks the Deputy Principal or Cooperating teachers to deal with Student Teachers on their behalf. Special respect is mandatory to such person with delegated authority.

h) Rudeness or insubordination by a Student Teacher on teaching practice carries the sanction of disciplinary action by the university in the same way as the Teachers Service Commission would do to a fully qualified teacher.

i) Dismissal from a school/institution for misconduct during the teaching practice is an automatic disqualification. Apart from disciplinary action from the university in such a case, a Student Teacher will have to repeat Teaching Practice at their cost unless dismissed from the University all together.

1.2.4 Relationship of Student Teachers with Staff Members

a) Student Teachers on teaching practice should their senior colleagues. In addition, cooperate whenever it is reasonable as well as conform to the demands of the school/institution routine.

b) It is unprofessional to criticise fellow staff member within the hearing of students. Public critic of colleagues in the staff room by student teachers is not acceptable as it is a sign of poor social relating.

c) It is particularly important for the student teacher to stay in good terms with the cooperating teacher as it is difficult to learn and make progress when one does not respect the one whose assistance may often be needed.

d) The student teacher ought to cooperate with the university supervisors by providing the files and materials they require for evaluation and ensure there is at least a chair for them when they supervise in a classroom.

e) In case of poor relationship with a staff member which is not the fault of a student teacher, the Principal of the School/institution, the Cooperating teacher or the area supervisor should be consulted.

1.2.5 The Relationship of the Student Teacher with Students

Appropriate relationships of the student teachers and students are an important aspect of professional ethics. A teacher as an educator represents the parent of the student and society as a whole. They are therefore responsible for the welfare of the students. This has several implications and consequences.

a) The student teacher takes the role of a true educator and shows concerns for the welfare and growth for their students, both in and outside the classroom.

b) The Student teacher is also expected to get involved in all the co-curricular activities of the students which include: clubs, societies, games, competitions, entertainment, mentorship, meals, debates, manual works and projects.

c) A very important implication of acting on behalf of the parents and the society is the respect a teacher owes theirs students. This is particularly relevant in the student-teacher relations where these concern opposite sex. Flirting with students is completely against all professional ethics.

d) Whereas university authorities understand that the student teachers cannot be expected to be without amorous feelings, any lapse into irresponsible sexual relations or flirting with the students will be dealt with quite severely. The university owes this to the society and to the parents who have entrusted their children to the care of the teachers. Having sexual relations with the students betrays this trust. Such a professional unethical act leads to disqualification and possible dismissal from the university.

e) The Student Teacher is expected to be a role model for their students both in and outside the school/institution compound. The same holds for drugs, flirting in public, or any other deviant behaviour.

f) Where there is documented evidence of such irresponsible behaviour, there is an automatic disqualification from passing teaching practice session.

1.2.6 The Relationship of Student Teachers with Supervisors

a) Supervisors are selected from the teaching staff of the school of education, and when necessary also from other schools' staff members who (among other qualifications) are qualified teachers.

b) Attendance at the annual teaching practice orientation seminar is usually a requirement for all supervisors.

c) Supervisors should be competent in one or two subject clusters: language education, science education, technology education, or in special cases one or two special subjects: History, Geography, Christian Religious Education, Kiswahili, Business Studies, French, Computer Studies, Chemistry, Physics, Biology or Mathematics, Electrical, Mechanical, Civil engineering among other subjects.

d) When a supervisor arrives at a school/institution, they are expected to introduce themselves to the Principal of school/institution on arrival and brief them on their intended activities in the school/institution. Then they contact the student teacher who will provide their Teaching Practice file containing all the required documents.

1.2.7 Procedures for Student Teachers

a) Getting Posted

a) When Student Teachers register for teaching practice, they provide the Teaching Practice Coordination office with Photocopies of: National Identification Card, University ID, results print out indicating all units done.

b) Teaching Practice Coordinator will receive the application forms, analyse them and compare them with the survey data available on the school/institution in the teaching practice area assigned to them. From these combined data they design a strategy for posting.

c) There are several factors the Teaching Practice Coordinator will have to take into account in their negotiations with the Principal of the school /institution:
    i. The subject combination of the Student Teachers who applied to do their teaching practice in school/institution;
    ii. The number of student teachers applying to the school/institution;

iii. The number of student teachers a school/institution can cope with, given the staffing situation in the school/institution and the physical facilities available.

iv. The request by the Student Teachers for accommodation in the school/institution or to be assisted in finding accommodation near the school/institution;

v. The number and specialization of Student Teacher who could not be posted in school/institution where they originally applied and therefore need posting in a different school/institution;

vi. The number of Student Teachers with specializations of a similar kind in the neighbourhood

d) All the above should make it clear that the posting of a student teacher must not be interfered with by either Student Teachers or any other persons, unless after prior consultation with Teaching Practice Coordinator/Area Supervisor. Interference by Student Teacher with their posting by moving to another school/institution without prior consent of the TP Coordinator Area supervisor leads to automatic disqualification from passing during the teaching practice period.

e) The Student Teacher must attend an orientation meeting organized by the Teaching Practice Coordinator/Area Supervisor before they move to their school/institutions. The Teaching Practice Coordinator/Area Supervisor then agrees with them how they can best communicate during teaching practice period.

b) Reporting to the School/Institution

a) Student Teachers are advised to contact the school/institution where they have been posted before teaching practice commences. The purpose of this advance communication is to find out about the teaching assignments one is likely to get, to get information and advice on procuring accommodation.

b) Student Teachers are expected to report to the school/institution either the day before the school/institution opens, as guided by the school/Institution Principal or latest on opening day. During the first week of teaching practice, Student Teachers are expected to:

i. Have four copies of the timetable of their teaching assignments distributed as follows: one for the Area Coordinator; two for the two teaching practice subject Supervisors. The fourth copy is kept in the student teacher's T.P. file (See Appendix I).

ii. Prepare Schemes of Work for each subject at the level assigned. Schemes of Work and plans of action are all kept in the Student Teacher's Teaching Practice file as guided by the university format. (See Appendix IV).

iii. Prepare Lesson Plans for the lessons allocated to teach a day before the lessons are due. Do the same daily for the days they appear on the timetable, pluck and file daily copies of the lesson in the Teaching Practice file as guided by the university format (See Appendix V).

iv. Teach the lessons as assigned or, as agreed with the Cooperating Teacher; or participate in team teaching with the teacher whose lessons are being taken over by the Student Teacher.

b) Timetables

a) A normal timetable for a Student Teacher on teaching practice should show allocation of two teaching subjects for the whole duration of the term as allocated on the Master-Timetable.

b) Student Teachers are required to have between twelve to sixteen lessons per week in the subjects of specialization. A Student Teacher is also required to take other lessons to make up

the minimum of twelve lessons per week, if their allocation does not reach twelve lessons per week.

c) A timetable which does not have at least twelve lessons of teaching per week is unacceptable and will automatically disqualify a student from passing during the teaching practice period. However, a timetable with more than sixteen lessons may only be accepted by Student Teachers who have prior teaching experience and only out their free will.

d) When a change is made to a Student Teacher's timetable, this should be communicated immediately to the Teaching Practice Coordinator/ Area Supervisor. Failure to inform the Teaching Practice Coordinator/ Area Supervisor of a timetable change within reasonable time will be evidence of poor planning.

e) A student teacher will be required to make FOUR copies of the time table. One copy remains in the student file; second copy is given to the area supervisor and two copies to the Teaching Practice coordinator/ Teaching Practice office. Out of the two copies to the Teaching Practice office, one will be given to the external Teaching Practice examiner later on during the Teaching Practice period.

c) Absence and Leave

a) When a student teacher wishes to be absent or late in reporting, prior permission must be sought from the School/Institution principal, and information sent to the Teaching Practice Coordinator/Area Supervisor. Being absent while such permission is not approved by the School/Institution principal is a serious breach of professional ethics and requires disciplinary action. Seven consecutive days of absence without permission leads to automatic disqualification and retaking teaching practice.

b) A Student Teacher's status as university student must not interfere with their duties as student teacher trainee in school/institution. Attendance at university examinations, seminars, practical, or work for continuous assessment at the university can only be requested for through the School/Institution principal and the Teaching Practice coordination office. If there is any other way of facilitating the fulfilment of such requirements, such alternatives will always be preferred by the Teaching Practice office. Failure in following the procedures as required will lead to automatic disqualification and retaking teaching practice.

c) In the case of unforeseen absence due to misfortune or illness, the important duty lies in informing the School/Institution authorities about one's condition at the earliest opportunity. Apart from such communication, it is very important that the justification for one's absence is documented. Adequate documentation will satisfy both the School/Institution principal and the School of Education Examination Board.

d) In case of illness or injury a Student Teacher is expected to use the insurance cover provided by the university to cater for the medical expenses.

e) In case of participation in projects, financial constraints or activities of national and international significance requiring the absence of a student teacher from teaching practice:
   i. Only the Vice Chancellor can give such approval for such absence
   ii. The Deputy Vice Chancellor (Academic & Student Affairs) may later be approached with the request for special teaching practice later , and
   iii. Where the absence is five days or less, the permission by the School/Institution principal will automatically be accepted by the university, provided the Area Supervisor is informed beforehand.

d) Pregnancy

a) Female Student Teachers who are expectant are advised to consult a doctor if necessary before proceeding for Teaching Practice. If the doctor advices the student not to go, she should report this to the Teaching Practice office with a letter from the doctor so that another teaching practice can be arranged for her at a later date.

b) For an expectant student teacher who is likely to deliver during the period set for Teaching Practice is advised not to proceed to teaching practice; instead should take a maternity leave. Such a student teacher is therefore requested to inform the Teaching Practice office at the time of registration so that special Teaching Practice can be arranged for her at a later date. Check appendix (v) summary of regulations which will be in the student teacher file.

1.2.7.1 Co-curricular Activities

a) All student Teachers on Teaching Practice are required to participate in out-of-class activities as assigned to them by the school/institution or volunteered themselves. These refers to routines such as:

i. Assisting the Master on Duty
ii. Assisting Housemasters/Mistresses
iii. Assisting Patrons of Clubs and Societies
iv. Assisting Game Masters/Mistresses
v. Supervising meals, manual work, dormitories, prep time, games, inter-house competitions, music and drama festivals etc.
vi. It also refers to voluntary participation in the guidance of club activities, games, athletics, other cultural activities, and projects of an academic, social or artistic kind.

f) Apart from teaching and out-of-class activities, Student Teachers are also expected to take part in the organisation of examinations, the invigilation of school/Institution exams and the filling in of report cards as required. Reluctance to participate in such responsibilities or its neglect is a breach of professional ethics and requires disciplinary action or automatic disqualification and retaking teaching practice.

1.2.7.2 Confidentiality and Trust

a) Professional ethics must be observed by Student Teachers strictly. These may include certain matters regarded by the School/Institution as confidential, e.g. examination questions, grades or disciplinary matters among others.

b) Student Teachers may get access to certain facilities such as furniture, utensils, books etc. Such lending is provided on trust, and it is a matter of professional ethics that such items and services are not abused. A breach of such trust when reported to the Teaching Practice office, leads to automatic withdrawal of results by the office of the Deputy Vice Chancellor (Academic & Student Affairs) until the matter is addressed with apology to the School/Institution and evidence in writing is received to the effect by the Teaching Practice office.

1.2.7.3 Teaching and Supervision

a) A School/Institution may have set certain standards and practice of teaching which do not quite correspond to recommendations made by the methods taught at the University. In such cases, the School/Institution requirements should take precedent over what was recommended by the University. Such issues should, however, be brought to the attention of the Area Supervisor who will decide what can be done to solve such problems.

b) When a University Supervisor indicates that they wish to observe lessons, the Student Teacher gives the Supervisor the Teaching Practice file containing:
   i.   The Student Teacher Timetable (Appendix I)
   ii.   Student Teachers' clearance certificate (Appendix II)
   iii.   Observation Record Form (Appendix III)
   iv.   Schemes of Work (Appendix IV)
   v.   Sample Lesson Plan (Appendix V)
   vi.   Record of Work Covered (Appendix VI)
   vii.   Students' Progress Record of continuous assessment record of class taught (Appendix VII)
   viii. Summary of Teaching Practice Regulations (Appendix VIII)
   ix.   The students supervision record (Murang'a University of Technology Assessment Sheets to be filed once a Student Teacher has been assessed)
   x.   The record of tests and assignments from which Continuous Assessment Records are based.

c) The Student Teacher then gives the supervisor the relevant lesson plan sheet, remains with the original copy of the lesson plan. They then show the supervisor the prepared resources for that lesson, organize for a chair at the back of the classroom for them to sit on. Finally, before starting the lesson the Student Teacher, may introduce the supervisor as a visitor from the university, or ignore the supervisor completely during that lesson.

d) It is not proper to appeal to the expertise of the Supervisor during the lesson. In the same way as it is not proper for the supervisor to interfere during the lesson, except if they foresee harm will come to the students. However, if the Student Teacher and Supervisor have agreed before the lesson on some form of participation, then it is quite in order for the supervisor to participate on a voluntary basis e.g. in a laboratory lesson or a lesson with a project work or a small group work where team teaching would be appropriate. Such participation assumes that the Student Teacher remains the organizer and keeps overall responsibility for the learning activities.

e) At the end of the lesson the Student Teacher should stay available for a feedback discussion with the Supervisor. During the discussion the Student Teacher may expect to be:
   i.   Tested on self-evaluation, e.g. the lecturer may ask "what do you think about your performance just now?" or, "which were the strong and weak points of the lesson you just taught?" or, "How do you think you could improve the performance?"
   ii.   Taken through the item of performance profile on the observation form, discussing why ratings of certain items as per the key on the Teaching Practice Assessment Book.
   iii.   Given some reinforcement on some good aspects of the performance;
   iv.   Offered some advice or even concentrate suggestions on how to improve in teaching;
   v.   Asked to show some samples of notes or assignments of the students taught, although the supervisor might have looked at some samples of this even during the lesson

f) The ratings given for various items provide a good basis for discussing the Student Teacher's performance. It is not proper for the student teacher to ask neither the Supervisor for the exact numerical grades nor the Supervisor to reveal these, as they are examination grades which are to be kept confidential.

1.3 Area Supervisors

Area Supervisors generally represent the university authority in the field during the teaching practice. As such they play several roles and have several functions.

1.3.1   Area Supervisors as Posting Officers

The first role the Area Supervisors play is that of posting officers in areas to which they have been assigned. The areas under their jurisdiction usually have up to thirty Schools/Institutions in which Student Teachers are expected to be posted.

a) From the registration forms filled by Student Teachers, an estimate is made about the geographical size and the distribution of the schools/Institutions in it. The Area Supervisor on the basis of these data designs a strategy for posting.

b) Initially all the Schools/Institutions will be contacted to request whether they can accept the student(s) teachers as planned by the Area Supervisor. At a later date, the Area Supervisor then visits the Schools/Institutions negotiating with the principals over the number of Student Teachers each School/Institution will take with specifics on the subject specialisation they would accommodate and how the Student Teachers will be assisted to find accommodation.

c) Supervisor reports to the Teaching Practice coordination office will include: a complete list of Student Teachers; the Schools/Institutions where they are posted; and notes on ways of finding accommodation.

a) Student Teachers are expected to contact their own Area Supervisors or Teaching Practice Coordinator to find out details about their posting.

1.3.2   Area Supervisors as Facilitators

a) Before the teaching practice commences, Student Teachers will be called together for an orientation meeting. During the meeting, the Area Supervisor does most of the orientation work, each working with the student teachers posted in their areas.

b) During the first two weeks, the Area Supervisor will visit each School/Institution in the area at least once. While going around they will do the following:
   vi.   Meet the School/Institutions principals
   vii.   Collect timetables
   viii.   Monitor the way Student Teachers settle in
   ix.   Advise the Student Teachers on the Schemes of Work, Lesson preparation, and participation in co-curricular activities

c) During week 3-to the end of Teaching Practice exercise (end of July), Area Supervisors do the same work as the other Supervisors, and as such keep evaluating and advising the Student Teachers on their performance until they complete 3 assessments for each subject totalling to 6 assessments. Meanwhile, they also draw up schedules of supervision for other Supervisors, supplying them with job cards, timetables and area maps.

d) At fortnight intervals Area Supervisors meet with Teaching Practice Coordinator. They also meet with external examiners before they start their work.

e) During the last two weeks of teaching practice the Area Supervisors visit all School/Institutions again to thank the principals, collect confidential report forms from all of them and the supervision record forms (Observation forms) from the Student Teachers. These reports and forms are to be handed to the Teaching Practice office together with the area supervisors 'own brief of the student teachers, supervisors' performance and average marks of the student teacher performance. They will also ensure that all the observation reports have

been received by the Teaching Practice office by cross-checking their own assessment records with those kept at the Teaching Practice office.

1.4 External Examiners

a) The university may invite some External Examiners from other universities to come and monitor the standard performance by Student Teachers on teaching practice

b) Due to financial constraints External Examiners may be invited to check on subject clusters such as Languages, Sciences, Social Sciences and Engineering or one or two for the special subjects of French, German etc.

c) Such eternal examiners only take a sample of students for examination, about twenty each during the week of their participation

d) At the end of this exercise in the field, they write a report of their finding regarding the performance of the Student Teachers and Supervisors, and regarding the teaching practice exercise as a whole. This report is handed in and submitted to the Vice Chancellor of the University.

e) Copies of these reports are usually made available to the Teaching Practice Office and the school of Education as it provides a useful feedback to methods Lecturers.

1.5 Subject Coordinators

a) The subject coordinators are supervisors on teaching practice who are also in charge of subject methods courses which prepare the student teachers for teaching practice.

b) Their special role lies in the making of a general report of the Student Teachers' performance in their subject as well as a general report on the way their subjects were supervised.

c) For this purpose they receive copies of observation reports submitted by the supervisors attached with lesson plans.

1.6 The Teaching Practice Sub Committee

a) The teaching practice subcommittee discusses all the important matters of teaching practice organisation and makes proposals for the School of Education, who in turn make proposals for Senate. But routine matters are usually dealt with the Executive Committee of Senate, of which the Vice Chancellor is the chairman.

b) The teaching practice subcommittee comprises of the following members;
    i. The Coordinator of Teaching Practice (Chairman)
    ii. The Deans' representative from the school of Education, Humanities and Social Sciences
    iii. The Chairman of the Department of Education and Technology
    iv. The Representative of the servicing School
    v. Two Area Supervisors
    vi. Two Student Representatives in 3rd year and 4th year B.Ed.
    vii. The Administrative Officer of Teaching Practice (rapporteur)
    viii. Deans of schools servicing

All the Representatives are assumed to be in office for a period of two years, except the student representatives who are chosen each year one from the group which went earlier and one from the group due to go on teaching practice.

c) The most prominent task of the subcommittee is to formulate proposals on teaching practice to the School of Education, Humanities and Social Sciences, this in the absence of staff in the Teaching Practice office, except for the coordinator.

d) The proposals mostly concern:
    i. The identification of the teaching practice areas and the area centres
    ii. The identification of Area Supervisors and Supervisors
    iii. The posting of Student Teachers
    iv. The mode of supervision and regulations of supervisions
    v. The Teaching Practice budget, mileage and subsistent rates.
    vi. Matters of student welfares and regulations
    vii. Matters of staff welfare
    viii. The orientation of Student Teachers and Supervisors
    ix. The identification of External Examiners

1.7 Procedures for Teaching Practice Supervisors

(a) Teaching Practice Supervisors are identified by Teaching Practice   Coordinator and are proposed, through the school, to the teaching practice sub-committee

(b) Attendance at the annual orientation for the supervisors is important because this is where lecturers are assigned the task of supervising during that year.

(c) Supervisors work in blocks of two weeks of supervision, usually in areas where they have applied to go.

(d) During the week before they begin to supervise, they collect:
    i. A copy of the teaching practice handbook from the Teaching Practice Office
    ii. Two copies of teaching practice assessment observation books from the Teaching Practice office
    iii. Imprest request forms which they fill at the Teaching Practice Office
    iv. Teaching practice claim forms
    v. Receive an imprest from the finance department

e) They report either directly to the area supervisor before departure or to the Teaching Practice coordinator on the day before the actual work is due to start. They should receive:
    i. A job card and supervision schedule
    ii. Corresponding timetables or a copy of master timetable
    iii. An area map (Use google map)

f) Supervisors usually supervise there to four lessons per day taught by different student teachers preferably in the same school/institution if timetables do permit them to do so, otherwise they will have to visit one or two school/institutions in the neighbourhood.

g) When supervisors visit a school/institution, they should try to arrive well early in advance before the lesson to be supervised in order to receive and peruse the Student Teacher's Teaching Practice file with all the required documents before the lesson starts.

h) After the lesson time; the supervisor must find time to discuss with the Student Teacher performance following the guidelines suggested in the Teaching Practice Assessment Book.

i) For subsistence they claim accommodation subsistence rates.

j) They should ensure that the area supervisor/Teaching Practice coordinator is kept up to date with the progress of their work by handing in 2 copies of their observation report (assessment sheets) with attached lesson plans at least by the end of each week of supervision.

1.8 School/Institution Principal

Although most of the actual mentoring of Student Teachers is left to the University Supervisor, the ultimate authority in the school/institution and in the practical training of Student Teachers is the Principal of School/institution. All official documents from the University will be sent to the principal of School/institution. Also matters of policy and discipline are to be handled by the Principal. In this respect there are some University teaching practice regulations which require action by the Principal:

(a) A student Teacher's failure or refusal to follow school/institution regulations for Teaching Staff requires admonishment and, in case of repetition, a letter of warning by the Principal School/institution, with copy of the Teaching Practice Office.

(b) Unauthorized absence from duty for up to three days requires a letter of warning by the School/institution Principal, with copy to the Teaching Practice Office.

(c) Absence from duty for up to three days while permission was explicitly refused requires a letter of advice to the Chairman of the Teaching Practice Committee to consider suspension.

(d) Unauthorized absence from duty for three to seven days requires a letter of warning to the Student Teacher with a copy to the Registrar (Academic and Student Affairs) asking for an additional warning letter by the University Authority.

(e) Unauthorized absence from duty for seven or more days (whether consecutive or cumulative) requires a letter of advice to the Teaching Practice Office to consider suspension. This action may be taken by the Principal even in the absence of warning letters.

(f) Any letter of dismissal from the School/Institution by the Principal is taken as a reason for the Chairman of the Teaching Practice Office to consider writing a letter of suspension from teaching practice unless the Principal explicitly states otherwise.

(g) Unjustified, unprovoked, publicly displayed lack of respect for the School/Institution authority requires a letter of warning by the School/Institution's Principal, with copy to the Teaching Practice Office.

(h) Displayed lack of respect for colleagues, and especially refusal to be supervised by a Cooperating Teacher requires a letter requires of warning by the School/institution Principal with a copy to the Teaching Practice Office.

(i) Evidence of Student Teachers having sexual relations with students or flirting with students of the opposite sex in a manner offensive to the general public requires an immediate letter of advice to the Chairman of the Teaching Practice Committee to write a letter of suspension from teaching practice.

(j) Irresponsible deviant behaviour in full view of the students requires admonishment by the School/Institution Principal, and, if repeated, a letter of warning with copy to the Teaching Practice Office.

(k) Being drunk or on drugs while on duty requires at least a letter of warning and, if repeated, a letter of advice to the chairman of the Teaching Practice Committee to write a letter of suspension from teaching practice.

(l) Committing a crime while on teaching practice, such as theft and physical violence against other persons, requires an immediate letter of advice to the Chairman of the Teaching Practice Committee to write a letter of suspension (pending investigations).

(m) Being on Teaching Practice while pregnant, without written approval by the Doctor in charge of the University Health Unit requires a letter of advice to the Chairman of the Teaching Practice Committee to write a letter of suspension from the present teaching practice.

(n) Neglect of teaching lessons assigned and leaving classes unattended requires a letter of warning by the Principal of School/Institution, copied to the Teaching Practice Office.

(o) Failure to keep confidential information about examination questions requires a letter of advice to the Chairman of the Teaching Practice Committee to write a letter of suspension.

(p) Revealing confidential matters touching on grades and disciplinary matters requires a letter of warning by the School/institution Principal with copy to the Teaching Practice Office.

(q) Failure to return school/institution property or to pay bills due to the school/institution by the end of teaching practice requires a report to the Teaching Practice Office, with copy to the Student Teacher. Such matters lead to withholding of results until the property has been restored and a letter of apology has been written to the School/Institution. It is only a letter from the School/institution Principal to the effect that this has been done then will make the Registrar (Academic and Student Affairs) release results and certificates.

(r) Using the teaching position to promote partisan political views among the students, or using the classroom as a partisan forum, political or otherwise, requires forum, political or otherwise, requires a letter of warning by the School/institution Principal, with copy to the Teaching Practice Office.

(s) Failure to teach at least ten lessons period per week requires a letter of advice to the Chairman of the Teaching Practice Committee to write a letter of suspension.

(t) Failure to respond to requests to participate in the invigilation and marking of examinations or failure to supply and/or to fill in report cards requires a letter of complaint by the School/institution Principal to the Teaching Practice Office. The University will then require a letter of apology from the student teacher and require him/her to repeat the teaching practice.

(u) Authorised absence from duty on medical and/or compassionate grounds, resulting in the Student Teacher teaching for less than six weeks, requires a later of notification by the School/institution Principal to the Teaching Practice Office. Such a student will have to do a special Teaching Practice session later.

NOTE:

Note that the suspensions usually lead to either repetition of Teaching Practice, or in a serious case to discontinuation from the Bachelor of Education programme or in a very serious case discontinuation from the university. Where a suspension requires investigation by the area supervisor, the University would appreciate very much if the School/institution Principal would cooperate by making relevant documentation available.

CHAPTER TWO

THE ASSESSMENT BOOK AND ITS RATIONALE

2.1 Rationale for an Assessment Book

There are some good reasons why experienced supervisors are generally in favour of an Assessment Book to be used by all supervisors when they go around the school/institutions assessing student teachers on teaching practice.

Student Teachers receive a feedback repeatedly, sometimes from a variety of supervisors. Each of these supervisors may have his/her own expertise and his/her own favourite criteria. The student teacher, though possibly benefiting by a variety of experts requires a specific set of major criteria which will be same for all supervisors, student teachers, subjects and lessons. If in the course of a three month teaching practice exercise he/she receives a feedback six times, and each time the same major criteria will be used to rate the performance, and the Student Teacher will be able to see easily whether he/she is making progress and in which specific respects progress is made. Student Teachers will then also be in a position to tackle very specific aspects of their performance competence in their efforts to make progress. In regard to this, the Student Teacher should take the expert's comments seriously and keep on improving for the better.

The fact that there are well over hundred and fifty supervisors monitoring and giving feedback to over a thousand Student Teacher poses a problem of consistency in the criteria for assessment. Student teachers want to have some form of guarantee that the criteria are fair and similar for everybody. If the performance competence profile is used not only for giving feedback to the Student Teachers but also for grading them, it could achieve two good things at the same time.

2.2 The Teaching Practice Observation Form

In the search for a structure of the criteria for the evaluation of the Student Teacher 's performance competence in the classroom, the elements of Competence-Based Curriculum and the System Approach to teaching and learning were partly used as will be explained later, and partly certain factors concerning the overall impression such performance in the lesson presentation by the expert.

The profile contains a number of criteria listed in Key which are to be ticked off according to how well the Student Teacher performed in his/her lesson. The assessment book contains seven key areas as illustrated. Marks will be awarded as per the activities indicated.
It is important to note that each cluster of criteria does not carry the same weight. Preparation carries 20% of the total; introduction 15% of the total, Lesson Development takes 30% of the total, use of resources 25% and conclusion 10% of the total.

Another point to be considered when using the above observation form is that there is not assumed to be a direct arithmetical relation of the profile items to weighing each cluster. Supervisors and External Examiners will rate a Student Teacher's performance on each item based on the competence. They can then grade the overall performance on the basis of the marks given for each cluster competence. It is also not assumed that the items within each cluster carry equal weight of the competence .Sometimes it may even happen that a certain item appears irrelevant and may not be considered at all depending on how the student performed as per that cluster. The actual assessment report form to be given to the Student Teacher will only show the ticked areas and this will give the Student Teacher a good idea of how the Supervisor assessed his/her presentation competencies, which is an examination rating and has to be kept confidential.

2.3 An Explanation of the Teaching Practicum Observation Form

2.3.1   Preparation

Under preparation the experts will consider the way in which the Student Teacher arranges the Teaching Practice file, prepares the Schemes of Work and his/her lessons in order to achieve various long-term and relevant short term/Instructional learning outcomes set out for the particular subject the Student Teacher is teaching.

Scheme of work

This relates to the first element of Competence and the System Approach i.e. learning outcomes.

The format for both the scheme of work and the lesson plan (see Appendix III and IV) requires the Student Teacher to state the learning outcomes.

In the scheme of work they may, however, be in more general terms than those in the lesson plan, which have to be very specific and in terms of learners' observable behaviour (SMART) and will focus on the **Knowledge (K), Skill (S) and Ability (A)** of the learner.

The less explicit statements of learning outcomes in the scheme are mainly meant to ensure that all lessons constitute small steps towards achieving in the end the long term course learning outcomes as given in the Curriculum Design for the subject.

Similar comments can be made on what has to be stated in the other columns of the scheme: in the columns for content only, the strand, sub strands, Key inquiry questions and Learning experiences to be covered to each lesson; for the learning experiences are the main focus in order to ensure variety: in columns for Learningresources, mainly text references and those resources which need preparation well in advance for the actual lessons and the mode of assessment to be used to meet the expected ;learning outcomes.

Lesson plan

The learning outcomes in the lesson plan need to be settled in terms of learners' Knowledge (K), Skill(S) and Ability (A) acceptable as SMART learning outcomes; the Core Competencies, the Core Values and Pertinent and Contemporary Issues (PCIs) which are the standard performance considered acceptable as per the Competence –Based Curriculum criteria.

Content in the lesson plan does not need to be copied in detail from text books or other reference books. A kind of summary statement indicating the main ideas and important points is usually enough to act as a guide in order to proceed through the lesson in an orderly and coherent fashion.

The column for learning experiences is the widest in the lesson plan format. Apart from the fact that they constitute the most important part of the lesson, they are also usually left to teacher to design. They need to be described in detail. So is merely stating, for example, 'answering questions not good enough'. Examples of the kind of questions to be asked ought to be given, and the way in which students are going to answer them should also be indicated, e.g. in pairs, small groups or in a class discussion.

Learning Resources for the lesson plan are those which are going to be used at one stage or another during the lesson. The learning experiences should indicate when and how they are going to be used as shown in Appendix II**.**

AN EXAMPLE OF A LESSON PLAN

MURANG'A UNIVERSITY OF TECHNOLOGY LESSON PLAN

NAME: Isaac Sure   **REG NO:**

SCHOOL/INST: Melodious High School   **GRADE/LEVEL: 7**
LEARNING AREA: GEOGRAPY
WEEK: 4   LESSON: 1   DATE: 10/05/2022 TIME: 8:00- 8:40 AM   ROLL: 45
STRAND: Tourism and Wildlife   SUB-STRAND: National parks and game Reserves
SPECIFIC LEARNING OUTCOMES:

i.   **(K) i.** Define the term 'National Park'

     ii. Differentiate between a national park and a game reserve

ii.   **(S) i.** Locate various national parks in Kenya.

     ii. Draw a map of Kenya and indicate the National parks and game reserves

i. **(A) i.** Describe the economic importance of national parks to Kenya

Core Competencies: Communication and Collaboration, Learning to Learn and Citizenship
Core Value(s): Respect, responsibility and teamwork…
PCI: Self-Awareness, peace…

DURATION	CONTENT	LEARNING EXPERIENCES	RESOURCES/MATERIALS
5 Minutes	**Introduction** Definition of National Parks	Learners listen, Respond to teachers' questions and Take notes	Pictures of various animals KLB Bk 1 Certificate Geography Pg. 20 Longhorn Geography Bk 2Pg. 19
5 minutes	**Lesson Development Step I** • Definition of National Parks and game reserves	Asking and answering questions Observing pictures Taking notes	Dictionary of pictures of animals KLB Bk 1 Certificate Geography Pg. 20 Secondary Geog. Pg. 20 Longhorn Geography Bk 1Pg. 19
10 minutes	**Step II** • Types of National Parks • Names and locations of National parks in Kenya	Drawing diagrams Observing maps	Maps of Kenya showing main parks Chalkboard Illustrations Pictures of various animals Longhorn Geography Bk 1Pg. 19 Chalkboard Illustrations Longhorn Geography Bk 1Pg. 19
15 minutes	**Step III** • Economic importance of National parks in Kenya The future of National parks in Kenya	Learners respond to questions, take notes and identify locations of parks in Kenya Small group discussions, each group to report	Map of Kenya showing main parks Chalkboard illustrations KLB BK1 Certificate Geography pg 27
5 minutes	**Conclusion** Review Key points of the lesson Assignment Further reading	Learner's respond to questions Answering questions Taking assignment Write references for further reading	Map of Kenya showing main parks Chalkboard illustrations KLB BK1 Certificate Geography pg 27

2.3.2   Introduction

Introduction relates to the second element of system approach, i.e. Entry Behaviour/ Set Induction. When starting a lesson, we expect the Student Teacher to be aware of the kind of relevant experience the learners have already acquired and the kind of relevant ideas, insight and skills(Competencies)

they have previously learned so that by now he/she knows they are ready to further expand their world of experience. He/she should use a good set-induction which will help the students link their previous experiences with the new learning to take place. This means to motivate them and make them interested in what is coming. This kind of motivation should of course not only be limited to the initial stages of the lesson but should be guided, adjusted, and encouraged throughout.

2.3.3   Lesson Development

This cluster of criteria for the assessment of the Student Teacher personality, classroom activities, motivation, class management and performance etc. constitutes the nucleus of the lesson. It relates to the third and fourth element of the system approach, i.e. Learning Experiences, stimulus variation, use of questioning technique and Evaluation from the specific criteria listed in this cluster, it ought to be clear that they are all related to how well the Student Teacher ensures and organizes learners' active involvement in the course of the lesson (Coherence). How well does he/she create opportunities for the learners to bring knowledge to life a fresh by applying their own thinking powers to it , to master themselves the intellectual/ cognitive affective , attitudinal, social and psychomotor(manipulative) skills set out for them in the objectives.

Particularly the first three criteria mentioned in the cluster reflect this all important aspect of any lesson most explicitly: 'passion in the topic' 'learners 'participation-asking and answering questions', Classroom experiences-note taking, Group work, in-class exercise ', and varied learning experiences.

a) Leaners participation

Even when the teacher uses an expository method of transmitting information, the Student Teacher should ask themselves how their students are going to be actively involved. Are they supposed to take notes and, if so, are they assisted in doing so? (Copying notes from the blackboard or from dictation will note help students learn taking their own notes!) Are they allowed to ask questions? Are they prompted by thought provoking questions to understand, misconceptions? It's advisable to use heuristic strategy and competence based methods for effective and meaningful instruction; however, this does not limit one from improving the expository methods such as lecture method. Most study skills taught in University's Communication skills programme could also be usefully employed with the students in secondary school/institutions as various ways in which they can actively participate in their lessons. They need a course of guidance in practising those skills.

b) Group work

Philosophy of education tells us that knowledge is not merely a body of information in which can be deposited by the teacher in the heads of students in the same way as money can be deposited in a bank (Paulo Freire). As mentioned before, for a person to know something he/she must be actively involved in bringing knowledge to life afresh by applying one's thinking powers to it. The only way to make the situation apply their thinking powers to what they are learning is by making them formulate and express their thoughts in their own words, either spoken or written. So the teacher must provide students with ample opportunity to talk and write their way towards understand the experiences arranged for them through their learning experiences. The only way in which such suggestion can be related is by frequently switching from class teaching from the use of small groups. Such group work does not always need a lot of careful preparations. If the Student Teacher asks a good, thought provoking question when explaining things, he/she could give the student a minute or two to find the answer in pairs in the way they are seated. For group work of longer duration tasks need, of course, be more carefully prepared and the necessary resources be made more

available. To ensure that all students participate, it is usually better to keep the group small (3-5 students). It makes their organisation also much easier.

c) Varied Learning Experiences

Variation in the learning activities is essential in order to keep students interested and motivated in what they are doing. Surely one type of activity throughout would even be boring for adults, let alone students in the lower forms of the secondary school/institution (Applebee A.N., *Microteaching Component Skills and the Training of Teachers: An Evaluation of Research and Development Project,* British Journal of Educational Technology, 7, 2, (35-43).

There is one danger with the use of learning activities. They must at all times be kept purposeful and in adherence to the lesson topic and help in achieving the instructional objectives. Therefore, they must be relevant to the learning outcomes of the lesson and students ought to be made aware of their relevance, otherwise the experiences become meaningless, merely intended to keep students busy.

d). Content

Another key area mentioned in the cluster is 'content'. What is meant by content may differ considerably according to the objectives the learners set out to achieve. Are they meant to gain knowledge, acquire attitudes or learn skills? If it is knowledge they have to gain, do they have to become "little living libraries" (Bruner) of the subject or are they to learn to comprehend, apply knowledge, produce a coherent summary, use criteria to judge, etc.? In the area of attitudes and social skills are they to become aware and conceptualize values, use valuing skills in accepting them or become answerable for them? For psychomotor skills, do they need to know how to analyse such skills step by step, or do they have to master them? All those questions have their implications for the content to be taught. The content is usually directly suggested in the syllabus for each subject, but what the students have to do with it must be reflected in their learning activities and accordingly determines teacher's actions, i.e. how to transmit this content or how to facilitate student's handling of it. Students what is meant by it.

e). Questioning: Types and Techniques

Research has shown that the majority of questions asked in the class are factual questions meant to test whether the students can repeat what has been taught (Heyworth, 1982). They are basically insincere questions as the teacher already knows the answer. At times they may, of course, serve a useful purpose like, for instance, a quick revision of a lesson or to revive fading attention. Good questions ought to help students create knowledge, set them to think and solve problems, generate discussions. Such discussions should allow students time to answer. Students could be asked to try and find the answer by discussing the problem first together, in pairs for instance as suggested in a previous section. This would ensure participation by all.

f). Use of Feedback

This criterion assumes that learners are given the opportunity to provide feedback. Feedback relates to the 4th element of the systems approach: Assessment. Feedback from the students allows the Student Teacher to monitor and evaluate the progress of the students. Feedback may vary considerably and does not necessarily consist of answers to questions, a written test or exercise at the end of the lesson. It can be obtained almost continuously throughout a lesson but needs a sensitive teacher to identify and interpret it. Much can often be inferred from the behaviour of the students, from the way they competently perform a set task, from how they participate in a discussion, etc. All this is of course in addition to the ways the Student Teacher has planned to receive feedback (Coolahan, J., 2002*).*

Use of feedback also implies that the Student Teacher critically monitors his/her own performance. Correct interpretation of the feedback received from the students may sometimes necessitate making adjustments or reorganize whatever had been planned before in the lesson plan. A more adequate opportunity for the Student Teacher to assess his/her own performance ought to occur during the discussion with the supervision after the lesson. At that time the Student Teacher should be asked whether he/she thinks that it was a good a lesson or not so good, what its strong points were and what the weak ones, and whether he/she could suggest ways of improving. This ability to evaluate one's own performance ought to be seen as a significant indicator as to whether the Student Teacher is capable of learning from further experience or not.

g). Reinforcement

Closely related to the 'Use of feedback', and deriving from it, is the criterion of 'reinforcement'. How does the Student Teacher arrange for the students to benefit from his/her interpretation of the feedback provided by them? If a question was well answered or a task well carried out, he/she should let them know that the job was well-done (e-How, *How to use Positive Reinforcement in the Classroom,* University of Liverpool, July 8, 2010). This will help increase their motivation and interest considerably. On the other hand, if the performance was below par(Below expectations), the Student Teacher ought to help them realise what went wrong, but in such a way that they are still keen to try again and improve their performance.

h). Effective Learning

The last criterion listed in this cluster refers to the general efficiency of the lesson. The lesson may have several good features in the eye of the supervisor, yet for all kinds of reasons, it may look as if nothing much worthwhile was learned by the students, either because the learning outcomes were not well achieved or they were hardly worth achieving.

On the other hand, it may happen that a lesson appears not to have achieved much in terms of tangible learning outcomes, but the students might have been practising important intellectual skills such as expressing their views, hypothesising and suggesting solutions to problems without actually solving them. In such cases the supervisor ought to be careful in his or her own assessment of the general efficiency of the lesson and give credit where it is due as per the competence based curriculum criterion.

2.3.4   Learning Resources

It is worthwhile having ' Learning resources' as a specific criterion for the assessment of Student Teacher's performance as their availability and quality (or their absence) can be very revealing as to the amount of effort put into teaching. Apart from observing how the Student Teacher uses him or herself and the students as learning resources, which ought to occur during the interaction between them, the supervisor ought to look at the various other learning resources the teacher uses and how they are used such as the textbook, the chalkboard, charts, maps, real objects, students' environment, pictures, etc (Patel M.M., Mukwa, C.W.; 1993). Particularly the way in which textbooks are utilized in ensuring students' active involvement in the development of a lesson can contribute considerably towards effective learning.

The blackboard by itself is not a learning resource but only a tool. When it is used properly it becomes of course a learning resource and a very important one, as it may in many school/institutions be the only learning resource available. If used properly it can help students comprehend what the teacher is talking about. It can also be used to elicit students' active participation. Proper use implies, however, that the writing and drawing is clear and neat, and well

organized. This latter quality is greatly enhanced by having the board divided into sections: one for writing an outline of the lesson, one for sketches, diagrams, difficult terms, etc. and a final section for questions, tasks or assignments.

2.3.5 Personality

This final cluster of criteria asks the supervisor to look at various roles the Student Teacher has to play in the classroom. First of all, he/she ought to be master of the sub-strand content being taught so as to inspire confidence. This does not mean he/she knows what the students have to learn, he/she should be able to draw a background of experience to make the subject more interesting. But there are also other characteristics to be considered under this cluster, such as the Student Teacher sensitivities, flexibility, sense of humour, respect and concern for students and interest in the subject for which he/she teaches. Does the Student Teacher strike the correct balance for not being too strict or permissive? All the characteristics will greatly establish a pleasant learning atmosphere, which is easily recognisable from the behaviour of the students.in general they will appear to be happy and keen to do work set for them. They will answer questions without feeling threatened. They will normally concentrate on what they are required to do and cause little or no disciplinary problems.

2.4 Progression in the Use of Criteria for Assessment

It would not be realistic to expect that Student Teachers can perform adequately according to all the above criteria right from the teaching practice. It would seem only fair to allow them to tackle a gradually increasing number of criteria in the course of term. They should tackle some of the most important criteria right from the beginning. The other criteria should then be tackled gradually using the advice given to them by their Supervisor. It is therefore important that a student teacher takes note of the weaknesses pointed out to them in the observation report and during the discussion with the supervisor after the lesson. It is suggested that the student teacher puts observation reports on previous lessons in his/her TP file so that the subsequent supervisor can see whether there is any progress being made.

It does not seem very realistic when supervisors asses some of the first lesson of a student teacher as a near perfect. Giving very high marks in the very beginning lesson encourages student to become complacent in false belief that their teaching cannot be improved. No lesson can be perfect.

Finally, in recognition of many pointed discussions that have taken place over the years regarding when the observation report should be written, some flexibility is to be activated. Few supervisors would insist that the observation report must be complete by the end of the lesson; this would be inappropriate, as e.g. "self-evaluation" can only be assessed from a discussion with the student teacher after the lesson. On the other extreme stands the position that one must not write anything towards the report during the lesson, as everything should be a subject to the discussion with the student teacher first. This extreme will give an unfair advantage to the smooth talking student teachers. There are a number of things sees happening during the lesson. It is appropriate to report on them, no matter what the explanation or excuse. This ensures objectivity.

The advocated flexibility suggests that one avoids both extremes but otherwise allows the supervisor the full range of options. Avoiding the extremes means that on the one hand a supervisor does not emerge from the classroom with a complete report before any discussion takes place with the student teacher. On the other hand, reporting on some salient points of the lesson (whether positive or negative) with appropriate questions is quite in order while the lesson is in progress, even if some

questions get adequate answers afterwards. A supervisor can write some notes in a private note book where is felt that some issues need discussion before anything is written down.

CHAPTER THREE

CRITERIA FOR ASSESSMENT OF CLASSROOM PERFORMANCE

3.1 Introduction

This appendix provides the student teacher and the supervisor with the set of suggested questions which may guide them both in carrying out their duties i.e. Student Teacher in planning and checking his/her own performance in the classroom, and the supervisor in giving advice to the Student Teacher and in arriving at a fair assessment of the Student Teacher's performance. The sets of questions closely follow the clusters of criteria as they appeared in the previous chapter. There is no need of course to go through all this questions for each lesson. They are there to act as reminders of important points to look for. They can also help the supervisor with formulating his/her comments and advice to ST as suggested in the suggested in the observation report form.

3.2 Lesson Preparation

3.2.1 Preparation of Scheme of work

i. Does the Student Teacher has available one file, kept in orderly fashion containing:
ii. The teaching Timetable
iii. Student Teachers' clearance certificate
iv. Observation Record Form
v. Schemes of Work
vi. Summary of Teaching Practice Regulations
vii. The Record of Work Covered
viii. The students supervision record(Murang'a University of Technology Assessment Sheets)
ix. Lesson Plan of taught lessons
x. Record of student progress record of class taught
xi. The record of tests, practical and assignments from which Continuous Assessment Records are based.
xii. Does the scheme of work correspond to the section of the curriculum design and cover its sub strand content as one would normally expect, and if not, can the Student Teacher justify the discrepancy?
xiii. Does the scheme of work have the basic agreed format (as given in appendix I)?
xiv. Does the scheme of work and action plan have a suitable introductory note indicating the learning outcome for the work of the term or of a section of it?
xv. Does the scheme of work have a separate entry in each column for each lesson?
xvi. Is the learning experience in the learning experiences column properly sequenced?
xvii. Do the learning outcomes have separate worthwhile outcomes for each lesson, although not necessarily stated in behavioural terms?
xviii. Do the learning experiences column and the action plan have a fair variety of appropriate learning experiences?
xix. Are the learning resources, assessment and references realistic and useful?
xx. Is there a reflection column wide enough for all the appropriate reflections?

3.2.2 Lesson Planning

i. Does the Student Teacher have available his/her lesson plan book showing previous lessons taught?

ii. Does the lesson plan have all the relevant administrative details? (see for sample lesson plan format appendix II)

iii. Does the lesson plan follow the agreed format?

iv. Does the plan feature at least separate column for learning experiences and learning resources?

v. Does the lesson plan have a clear, appropriate strand?

vi. Do the learning outcomes cover the main achievement planned for this lesson?

vii. Do the instructional learning outcomes correspond to the ones in the scheme of work and the curriculum design?

viii. Are the instructional learning realistic, neither assuming to achieve too much nor too little?

ix. Are they written in terms of the learners' observable behaviour?

x. Are they specific on sub-strand content and on level of achievement if considered necessary?

xi. Do sub-strand content and learning experiences corresponds adequately, showing content for each learning experience and a learning experience for each unit of sub-strand content and for each state of the lesson?

xii. Are the stages of the lesson distinctly indicated?

xiii. Are the learning experiences described in stuffiest detail, e.g. group work tasks, examples of type of questions to be asked ,etc.,?

xiv. Does the lesson plan have an introduction that motivates learning?

xv. Does the lesson plan have a lesson ending which may include: a summary revision, checking notes, or any such concluding experiences?

xvi. Do the lesson endings, over a period of two weeks, show adequate assignment?

3.2.3 Lesson Presentation

i. Set induction, exciting start and captivate

o Does the Student Teacher use a good set induction to capture the learners' interest?

o Does the Student Teacher show the ability to emphasize with the learners' ambitions, desires, values, feelings, emotions, attitudes and traits of thought?

ii. Link with Learners Experience

o Does the Student Teacher make a link to previous knowledge at preferably the beginning of the lesson, with the learners' direct experience?

o Does the Student Teacher help learners make links with what was learned in the previous lesson and possibly in other subjects?

3.2.4 Student Teacher/ Learner Interaction

Learners' participation

o Does the Student Teacher effectively encourage the learners to express their reactions even when he/she is using the expository learning method of teaching?

o Does the Student Teacher encourage the students to think and express their thoughts through the use of whole class or other types of small group work?

o Does the Student Teacher organise task oriented experiences?

o Are the students encouraged and guided in taking their own notes or participate in doing practical in practical lessons in the laboratory or class?

o When the Student Teacher uses sketches and diagrams on the blackboard or other types of learning resources, do students participate in interpreting and explaining what is shown?

o During a demonstration are students called to explain what is happening and why?

o When trying to solve problems or finding answers to questions, are students allowed to communicate to each other?

o Are students encouraged to react to each other's contributions?

o Is the Student Teacher able to let learners interact with learningresources and other ICTs?

3.2.5 Use of Group Work
o Does the Student Teacher plan for use of group work?

o Is there variety in the Student Teacher use of group work, e.g. buzz groups, task oriented group work, syndicate grouping?

o How well is the group work organised in order to avoid confusion or waste of time or poor class management?

o When group work is due to start; how does the Student Teacher inform the students to which group they belong?

o Is the method of group work overused or not frequent enough?

o How does the Student Teacher ensure that the whole class benefits from work carried out by the groups?

o When group work is used, is it an appropriate method for attaining the learning outcomes of the lesson?

3.2.6 Use of Variety of Experiences
o Does the Student Teacher alternate periods of intense mental activity with more relaxing work?

o Does the Student Teacher show sensitivity to the limit of students' power of concentration and adjust his approach accordingly?

o Is there a balance between group, class and individual work/

o Does the Student Teacher select good varied experiences from the range available such as games, debate, brain storming, class discussion and various discussions, doing practical in case of practical lessons and study skills?

o Are the activities in which the students engage experienced by them as meaningful and helpful in achieving the SMART learning outcomes?

o Are the learning experiences well organised and adequate for the achievement of their learning outcomes?

3.2.7 Mastery of Subject Content

o Does the Student Teacher show content mastery in all steps of the lesson development?

o Does the Student Teacher master the content sufficiently to arrange it in a logical manner?

o Is the Student Teacher able to use varied instructional methods and good questioning techniques to deliver the content 'home'?

o Is the Student Teacher able to answer most of the normal student questions on the topic?

o Does the Student Teacher have enough of the professional integrity to admit mistakes made and admit ignorance and uncertainty when these are facts?

o Does the Student Teacher frankly promise to look up required information when asked, and actually do so?

o Does the Student Teacher show ability to apply knowledge in unsuspected ways when classroom situations require this?

o Is the Student Teacher able to link lesson sub-strand content to other lessons, other fields and daily experiences?

o Does the Student Teacher master the sub-strand content enough to motivate the students to get involved in the planned learned experiences with interest?

o Does the Student Teacher master the sub-strand content well enough to decide appropriately which aspects require transition and which aspects lend themselves to a more heuristic, creative and innovative approach?

3.2.8 Teacher's Language

o Does the Student Teacher keep his/her language comprehensible by redundancy features such as examples, repetitions, and signals of organisation?

o Does the Student Teacher pay attention to loudness, pitch, range, speed and pause?

o Does the Student Teacher when speaking make good use of non- verbal cues-gestures, postures, and movements?

o Does the Student Teacher make concepts understandable by using full range of instructional learning resources: objects, charts, graphs, diagrams, and maps?

o Does the Student Teacher bring variety in his/her ways of communicating through language by interposing it with good questions and probing students responses?

o Does the Student Teacher encourage the students to interrupt his/her communication by allowing them to ask questions for clarification?

o Does the Student Teacher encourage and guide the students into note taking?

3.2.9 Questions Types and Techniques

o Are the questions asked meant to encourage the students to think and create knowledge or merely test whether they can remember facts and explain thoughts?

o Do the questions asked encourage students to express their thoughts or merely give a one word answer?

o Are questions stated clearly?

o When thought-provoking questions are asked, does the Student Teacher give students time to think, possibly by giving them a minute or two to find the answers in pairs?

o Do Student Teacher's questions encourage students to think at different intellectual levels such as comprehend, apply knowledge, analyse, synthesize, and evaluate according to set learning outcomes of the lesson?

o When students don't seem to come up with an answer, does the Student Teacher know how to probe and guide them by giving them clues towards finding the answer?

o Is the Student Teacher able by probing to encourage the students to think more deeply about a superficial answer given?

o Is the Student Teacher considerate in encouraging students to think again when their answer is wrong?

o Are questions fairly distributed to the whole class?

o How does the Student Teacher ensure that all the students try and find answers to questions asked?

o Is the Student Teacher patient with students when answering questions?

3.2.10 Use of Feedback

o The Student Teacher provide students with the opportunity to give feedback?

o Does the Student Teacher use various methods to obtain feedback: both planned and unplanned, verbal and non-verbal?

o Is the Student Teacher able to interpret correctly both students intentional and unintentional behaviour?

o Is the Student Teacher skilful in recognising the students' difficulties in understanding?

o Is the planned feedback relevant and valid in respect to the lessons' objectives?

o Is the feedback obtained from all students and not only from a few vocal ones?

o Does the Student Teacher monitor students' behaviour when they are all engaged in group or individual work?

o Does the Student Teacher appear willing and capable of adjusting his/her teaching methods or approaches in the light of feedback received from the students' i.e. become a reflective teacher?

o Does the Student Teacher notice in time that certain explanations or tasks given are either too easy or too difficult for students to tackle and take action?

o Is the Student Teacher capable of looking critically at his/her own lessons and point out some of his/her weaknesses and strengths?

o Does the Student Teacher show improvement in planning his/her lessons in the light of the experience gained in previous lessons?

3.2.11 Reinforcement

o When receiving feedback, does the Student Teacher respond appropriately by letting students know that their answer was correct ,partly correct or wrong; a task well done, not so well done or not good enough?

o In giving feedback, does the Student Teacher show to possess a good repertoire of verbal and non-verb al methods in doing so according to the number of feedbacks received?

o When students' show that a question or task was partly or entirely misunderstood, does the Student Teachers' response help them realise their mistake without discouraging them?

o Does the Student Teacher acknowledge and use good ideas coming from the students?

o Does the Student Teacher in his/her behaviour show that she is keenly interested in what students say or do, even if not always relevant to the lesson?

o Does the Student Teachers' feedback to the students encourage them to learn from their mistakes?

3.2.12 Measure of Effective Learning

o Did students apart from having been kept busy during the lesson make progress towards achieving the learning outcomes of the lesson?

o In view of what expired during the lessons were the learning outcomes challenging enough or too easy?

o Even without considering the learning outcomes, did the students appear to have been engaged in a meaningful learning activity?

o Did the students appear to have learned something worthwhile even when the lesson was rather dull?

3.3 Use of Learning Resources

o Does the lesson plan show the learning resources that are going to be used?

o Does the Student Teacher show skills in drawing on his/ her own experiences or that of the student as an important learning resource in teaching and learning?

o Does the Student Teacher make full good use of the textbooks to ensure students' active involvement in the lesson by having them practice their study skills such as comprehension exercise, taking or making notes, writing a summary or composition?

o Does the Student Teacher make use of other learning resources like charts, pictures etc., when they ought to be used?

o Are the ICTs and other materials used adequately prepared i.e. clear, neat, Legible, interesting, readable and visible or audible to everyone in the class?

o Does the Student Teacher make good use of the blackboard with the section for an outline (to guide the students' note taking), a section for sketching, diagrams etc. and a section for questions and assignments?

o Is Student Teachers' handwriting on the board clear, neat and   of the correct size?

o Do the resources used help the students achieve the set learning outcomes?

3.4 Student Teacher Personality

o Does the Student Teacher inspire confidence by appearing knowledgeable in the subject he/she teaches?

o Does the Student Teacher show to be the master of the situation even when something unexpected happen?

o Is the Student Teacher able to strike the correct balance between not being too authoritative and not too permissive?

o Is the Student Teacher firm in dealing with students' misconduct in class?

o Does the Student Teacher show enough flexibility and open-mildness to accept students' ideas even if different from his/her own?

o Does the Student Teacher show in his/her behaviour that he/she respects the students and is sincerely interested in their progress and welfare in general?

o Does the Student Teacher through his/her behaviour manage to create a pleasant learning atmosphere in the classroom?

o Is the Student Teacher able to identify his/her own strengths and weaknesses and, in the case of the latter, suggest ways of improving?

o Is the Student Teacher open minded and willing enough to accept advice concerning weakness displayed during the lesson?

o Does the Student Teacher show to be capable of improving his/her performance in the areas which appeared weak previously?

APPENDICES

APPENDIX I: TIMETABLE FORMAT

MURANG'A UNIVERSITY OF TECHNOLOGY

SCHOOL OF EDUCATION

STUDENT TEACHERS' TIMETABLE

STUDENT'S NAME……………………...........SCHOOL……………L/AREA: 1………………

2.………………

REG.NO…………………………………………………………………………………………

PERIOD TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FROM TO					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
NOTE: If a lesson takes place in a room other than the classroom, please indicate in the timetable e.g 2A Physics- Lab					

Additional important information:	C-operating Teacher *(Full Names & Mobile No.)*	Term Dates
Coffee/Tea Break	Sub 1……………………………………	Half term if any.........
Lunch		
	Sub 2………………………………	Any special date…….

APPENDIX II: STUDENTS' CLEARANCE CERTIFICATE

UNIVERSITY OF TECHNOLOGY
STUDENT TEACHERS'S CLEARANCE CERTIFICATE
(*To be completed in duplicate: A copy to be retained by the TP School, the other copy to be brought to TP Office by the student during final year of clearance*).
PART A. (*To be completed by the Student Teacher*)
Name of Student…………………………………. Reg. No……………………
Subject Combination………………………… T.P Area……………………….

Teaching Practice School/Institution………………………………………………

Teaching Practice Session: From……………………To………………………….

PART B. (*To be completed by the School /Institution Principal*)

This is to certify that the above named student has:-

- Completed his/her Teaching Practice in this school/institution.
- Fulfilled all his/her duties and responsibilities as a Student Teacher.
- Has returned all borrowed Institution items.
- Does not owe the school anything.
  Cooperating Teacher(s)

Name…………………………………………….Signature……………

Subject (1)

Name……………………………………………… Signature……………….

Subject (2)

(Principal of School/Institution)

Name: ……………………………………… Signature………………

School Stamp   Date: ………………….

APPENDIX III: OBSERVATION RECORD FORM

MURANG'A UNIVERSITY OF TECHNOLOGY
TEACHING PRACTICE CENTRE
<u>OBSERVATION RECORD FORM</u>

NAME:………………………………………………………………SCHOOL: ………………………………..AREA…………………

REG.NO: ………………………………………………………………………………………….

IMPORTANT: Form' A' has to be completed ONLY when a student has been supervised and graded.

Part 'B' to be completed in cases where supervision does not take place i.e due to sickness or

in the case of Area Supervisor. For any visit connected with T.P e.g Time Table collection etc.

<div align="center">PART 'A'</div>

SUBJECT 1.	NAME	DATE	CLASS	TIME	SIGNATURE
SUBJECT 2.					

<div align="center">PART'B'</div>

NAME	DATE	REASONS FOR NO ASSESSMENT	SIGNATURE

Note: This form MUST be handed over to Area supervisor or his/her representative at
the expiry of T.P exercise.

AREA SUPERVISOR: …………………………………………………………SIGNATURE: ………………………DATE: ……………….

APPENDIX IV: SCHEME OF WORK FORMAT

MURANG'A UNIVERSITY OF TECHNOLOGY

SCHEME OF WORK

Term…………………………………Year…………………………Grade………………

Week	Lesson	Strand	Sub-strand	Learning outcome	Key inquiry question	Learning experience	Learning resources	Assessment	Reflection
ONE	1								
	2								
	3								
	4								
TWO	1								
	2								
	3								
	4								

NB: Every university has its format so MUT students must stick to the university format as guided during their training.

APPENDIX V: LESSON PLAN FORMAT

MURANG'A UNIVERSITY OF TECHNOLOGY LESSON PLAN

NAME……………………………………… REG NO………………………………………………......................

SCHOOL/INST…………………………… GRADE/LEVEL…………………………………………..................

LEARNING AREA………………………………………………..

WEEK: ....LESSON ……………DATE……………TIME…………………………...ROLL……………

STRAND…………………………………SUB-STRAND……………………………………………………….

SPECIFIC LEARNING OUTCOMES:

i. (K)……...

ii. (S)…….

iii. (A)……

Core Competencies………………………………………………………………………………………

Core Value(s)……………………………………………………………………………………………

PCI ……

DURATION	CONTENT	LEARNING EXPERIENCES	LEARNING RESOURCES AND REFERENCES

REFLECTION:

………

………

………………………………………………………………………………………………..

APPENDIX VI: RECORD OF WORK COVERED FORMAT

MURANG'A UNIVERSITY OF TECHNOLOGY
RECORD OF WORK

NAME..……………………………REG.NO.……….……………LEARNING   AREA….….……………….……

SCHOOL………….…………….……CLASS   LEVEL/GRADE……………….…………..WEEK……….…………

Date	Lesson Strand and Sub-strand	Activity	Reflection

Teachers' Name………..

APPENDIX VII: STUDENT S' PROGRESS RECORD FORMAT

MURANG'A UNIVERSITY OF TECHNOLOGY
PROGRESS RECORD

Learning Area…………………………………………………………………

Learner's Name	Level of Achievement					Core Competencies Achieved
	1	**2**	**3**	**4**	**5**	

KEY:
5: Above Expectations…………………………………………………………………….....
4: Meets Expectations……………………………………………………………………..
3: Approaching Expectations………………………………………………………………..
2: Below Expectations………………………………………………………………………..
1: Far Below Expectations…………………………………………………………………...

APPENDIX VIII: SUMMARY TEACHING PRACTICE REGULATIONS

MURANG'A UNIVERSITY OF TECHNOLOGY
SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF EDUCATION AND TECHNOLOGY
SUMMARY TEACHING PRACTICE REGULATIONS

(These will apply to those students pursuing Bachelor of Education (B.Ed.) Programs). Extracted from Murang'a University of Technology - *Teaching Practice Handbook 2020 page 10-16 and TSC code of regulations 2015 section 140.*

a) Failure to Follow Regulations for Teaching Staff

Any three reported cases of neglect, which have prompted letters of warning, will lead to retaking of Teaching Practice and so will any two reported cases of explicit refusal to follow school regulations such as letters.

b) Unauthorized Absence From School Duty

Being absent from duty seven days or more without permission from the principal or documented justification will result in immediate suspension from the ongoing/Teaching practice followed later by its retake. Unauthorized absence for less than seven days will result in a letter of warning. When permission has been granted, the Area Supervisor has still to be informed.

c) Insubordination and Lack of Respect for Authority

Any misconduct which results in dismissal from a school will at least lead to retaking of Teaching Practice, as well as any two reported cases of explicit insubordination which have prompted letters of warning although more serious action may be taken depending on the nature of misconduct. Reported lack of respect for colleagues by for instance, publicly criticizing them within the hearing of students will result in a private warning by the supervisor or school principal and if repeated, a warning and possible retaking of Teaching Practice.

d) Failure to live up to the Required Teaching Practice Standards

Any such behaviour like interfering with posting without prior consent from the Area Supervisor, failure to teach the required number of lessons, failure to record or hand in marks or inform the Area Supervisor of Timetable changes may prompt a letter of warning and if repeated, a suspension from TP and retaking of Teaching Practice.

If towards the end of Teaching Practice School Examinations are not marked, results not handed in or school property not returned, Teaching Practice results shall be withheld until the student teacher has complied with the verdict of the Disciplinary committee.

e) Unethical and Unprofessional Behaviour

Any such behaviour which brings the teaching profession into disrespect and which may range from refusing to participate in co-curricular activities, missing a class, failure to prepare a lesson to the more serious offences, such flirting with students of the opposite sex, being drunk while on duty, having sexual relations with students will result in disciplinary action proportionate to the nature of the misconduct. Such offences shall result in immediate suspension, which in the case of student teacher having sexual relations with students, will be followed by discontinuation from studying at Murang'a University of Technology.

f) Pregnancy

Since pregnancy is not necessarily sickness, a student who is pregnant at the time she is supposed to go for Teaching Practice shall be allowed to undertake the Teaching Practice, unless advised by the doctor or so by any other reasons acceptable to Senate. Then Teaching Practice office will organize assessment at a later date.

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